

Little Stars

Inspection report for early years provision

Unique reference number

EY414275

Inspection date

23/06/2011

Inspector

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Setting address

Roughwood Primary School, Roughwood Road,
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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Little Stars is a community playgroup managed by a voluntary committee. It opened in 2010 and operates from a separate building at Roughwood Primary School. The setting is situated in the residential area of Kimberworth on the outskirts of Rotherham. Children have access to an enclosed outdoor play area and is open each weekday from 9.15am to 12.15pm during term time only.

The setting is registered on the Early Years Register. A maximum of 24 children aged two to five years may attend the setting at any one time. There are currently 27 children in the early years age range on roll. The setting supports children with special educational needs.

There are six members of staff, of whom all hold appropriate early years qualifications to at least NVQ Level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school effectively supports the children in their care so that no group or individual is disadvantaged, although systems in place to observe and assess the children do not always include the next steps. Planning focusses on the children's interests. Effective arrangements exist to promote children's welfare and most safety checks are implemented. Clear systems are in place for safeguarding and most documentation is comprehensive. Robust systems are in place to work in partnership with parents and others. The capacity of the pre-school to maintain continuous improvement is strong.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- make sure a clearly defined procedure is in place for the emergency evacuation of the premises. (Suitable premises, environment and equipment) 28/07/2011

To further improve the early years provision the registered person should:

- observe, analyse and use information about the children to plan for the next steps in their learning.

The effectiveness of leadership and management of the early years provision

The pre-school competently makes sure children are safeguarded and protected. They have devised a clear and concise policy for safeguarding children; this includes a referral pathway and what to do if an allegation is made against a member of staff. Practitioners have an accurate knowledge of the signs and symptoms of abuse and of the whistleblowing procedures. Although risk assessments are regularly conducted indoors and outdoors, the cover from the water butt drain in the garden is missing. All fire prevention equipment is in place. There is also a written procedure for emergency evacuation, but this is not clearly defined. This is a breach of the specific legal requirements in suitable premises, environment and equipment.

Leaders and managers routinely make good use of systems in place to monitor the setting. Through this they have identified areas of improvement, such as the garden area, which they systematically set targets for. Plans for the future are securely in place. For example, the pre-school will integrate with the school to improve outcomes for the children. Questionnaires are used to include parents in the evaluation of the setting. They are also encouraged to share what they know about their children's interests when they first start to attend.

The pre-school is well organised to create a warm and welcoming environment for the children and their parents. Practitioners are motivated to seeking further improvement and the impact of their professional development is clearly seen. Systems in place to promote diversity are good and effectively done through the provision of resources and activities. For example, toys and equipment which positively reflect the diversity of the local community are easily accessible to the children. Practitioners take effective steps to prevent the spread of infection and are fully trained in delivering first aid. As a result, they are able to take appropriate action if a child becomes ill while at the pre-school. Partnerships are well established and practitioners regularly communicate with other professionals to promote children's achievement and well-being.

The quality and standards of the early years provision and outcomes for children

Practitioners effectively support children's learning by providing an enjoyable learning environment for them to make steady progress across the areas of learning. As a result, children make continuous progress in all areas of learning. For example, their communication skills are supported through the 'Every Child a Talker' programme. Children recognise and copy the letter at the beginning of their name during the sand mark making activity. They enjoy listening to stories and using writing implements to make marks on paper. Children recognise the number three. They also use number language in play, for example, children count the two animals they find in the water play. Children are well behaved and confident in their environment. They self-select the resources and happily play with what is on offer. During outside play, children run on the grass, ride bikes and scooters and

investigate the nooks and crannies of the outdoor play area. Children enjoy pretend play, especially the road safety game, and wait patiently at the zebra crossing before they resume riding the wheeled toys. Children also enjoy gardening and pretend to cut the privet leaves with the plastic tools available. They also enjoy planting various vegetables.

Children's knowledge and understanding of the world is very well supported. They enjoy using the computer and are developing their skill in using the mouse. Board games which use mechanical toys are readily available for the children to access along with story CDs and a CD player. Children have good opportunities to access musical instruments, sand, water and easel painting. They learn to share the resources at the same time as they learn about time. For example, children know that the hour glass must be empty before they have their turn. As a result, children are becoming active learners.

Planning is used very well to promote the areas of learning and children's interests. Although observation and assessments are completed, these are not analysed and plans for the next steps in their learning are not consistently recorded.

Children understand dangers and how to stay safe. However, the procedures for emergency evacuations are not clearly recorded. As a result, practitioners cannot cascade the procedures to the children. Children show a good awareness of healthy eating and happily serve themselves the healthy snacks provided. Children also adopt good personal hygiene routines.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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